

# **Governor's Scholars Program Selection Process**

2015-2016



## **HELPFUL HINTS**

**Governor's Scholars Program  
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# Description of the Governor's Scholars Program

## **What It Is**

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The Governor's Scholars Program is a stimulating, five-week, residential summer program for outstanding Kentucky students completing their junior year in high school. Established in 1983, the popular program provides academic and personal growth in a challenging, non-traditional environment that balances a strong liberal arts program with a full co-curricular and residential life experience.

To be eligible for nomination and selection, a student must:

- Be in the 11<sup>th</sup> grade at the time of selection and intend to return to a Kentucky school district for the next school term (Students skipping their senior year to enter college are not eligible.);
- Be a current resident of Kentucky;
- Have taken the ACT, PSAT, or SAT in the 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grades.

Students must be nominated by their school districts or private schools to be considered for admission. They attend free of charge, needing only “pocket” money for personal and incidental expenses.

The 2016 program will be held on the Morehead State University campus in Morehead, the Murray State University campus in Murray, and the Northern Kentucky University campus in Highland Heights. Governor's Scholars are drawn from across Kentucky and represent the diversity of the Commonwealth.

**There are no grades or credits.** The program is singularly free from competition, creating an environment that is conducive to building a community of friends and colleagues.

The program offers Scholars a chance to know and make friends with other enthusiastic, energetic students with high intellectual capacities. The give-and-take among Scholars from different backgrounds is one of the most treasured aspects of the program.

## **What It's Like**

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Governor's Scholars live in college dormitories with separate quarters for men and women. They learn a great deal about themselves and others as they live in the community and develop long-lasting friendships.

The program provides students, faculty, and staff a rare opportunity to share the joy and discovery of learning and to exchange ideas in a warm community atmosphere. A select group of supportive high school and college teachers works closely with the Scholars in classes, seminars, and co-curricular activities. Well-known speakers and performers as well as films, field trips, special events, and a wide range of recreational opportunities offer an array of stimulating activities that provide fun and enjoyment while Scholars learn. Student-initiated events are encouraged.

**If you are accepted**, you must be prepared to get involved and to become a participating, contributing member of the Scholars' community, academically and socially. Because there is such a variety of opportunities for personal and cultural growth in this program, you will have to make choices at times in order to do all that you want. The program offers you an opportunity to be responsible for your own learning.

## **Purposes**

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The Governor's Scholars Program seeks to help exceptional students:

- achieve their highest academic and personal potential;
- cultivate their leadership capabilities in all aspects of life, school, workplace and community;
- expand their horizons to seek and create opportunities in a global context;
- develop their critical thinking, adaptability, and creativity.

The program seeks to do this while heightening the students' sensitivity to future possibilities for themselves, Kentucky, and society. It strives to stimulate, encourage, and reward excellence in Kentucky schools.

## **Academic Program**

The program moves at a swift pace and advanced level as the Scholars concentrate on concepts, theory, practice, and discovery. *The academic program is designed for enrichment, not practice or advancement in special subjects. You are expected to attend daily classes and to participate fully in the academic and intellectual life of the community.*

Each student selects a **Focus Area** and participates in a **General Studies Area** and a **Governor's Scholars Seminar**.

## **What You Should Know**

Since community building is essential to the students' experience in the program, there is an overriding philosophy of freedom coupled with responsibility that permeates all that students do.

**The program's few regulations are governed by law, safety, and common concern for the total community. Some of those regulations are:**

- (1) Student automobiles or other motorized vehicles are prohibited, as is riding in unauthorized vehicles, or leaving campus for unauthorized trips.
- (2) No drugs, including alcoholic beverages, will be allowed.
- (3) Firearms or other deadly weapons are not allowed.

**All of these regulations will be firmly enforced. A student will be dropped from the program and sent home for violation of any of these regulations, and the student's school will be notified.**

**You should have a strong commitment to remain on campus the entire five weeks without interruption, except for illness or emergencies.** Before applying, you and your parents or guardians should understand that Governor's Scholars are expected to stay for the **full** term of five weeks without interruption. The Governor's Scholars Program is built around a community of Scholars who need undivided time and continuity to reap its benefits: to grow intellectually, creatively, and personally; to gain self-confidence; and to broaden understanding. Enthusiastic graduates attest to the rewards of such involvement.

**If you are selected to attend the program, you must sign a learning contract agreeing:**

- (1) To stay for the entire five weeks of the program without interruption; and**
- (2) To attend classes daily and to participate fully in classes and in the life of the community, including weekends on campus.**

You should understand that if you fail to meet this commitment while you are in the program, you will be in violation of your contract with the Governor's Scholars Program. You may, therefore, **be dropped from the program and your school so notified**. Individual exceptions may be allowed for emergencies, illness, or overriding personal reasons or events.

Most Scholars understand and respect these requirements. A few with major conflicts that would take time from the five-week session choose not to attend the program; they make a difficult choice. **It is unethical and unfair to these honest students for a nominee to accept designation as a Governor's Scholar knowing beforehand that during the session he or she will seek permission to be absent because of a scheduling conflict.** Students who know of scheduling conflicts in advance should contact the Governor's Scholars Program to discuss the conflict before accepting a nomination, or should not apply.

**For further information,** contact your guidance counselor, a teacher, your principal, school superintendent, or the Governor's Scholars Program office at 502 573-1618.

## Statement of Curriculum

The curriculum for the Governor's Scholars Program is composed of three levels. All students will be participants in courses or seminars at each level. In addition, the academic curriculum will be supplemented by a rich, diverse range of recreational opportunities, cultural and artistic events, outstanding field experiences, and distinguished convocation speakers and classroom guests. Sufficient free time is available for reading, socializing, and independent creative endeavors. Faculty members and resident advisors participate in co-curricular enrichment activities with students.

1. **Focus Area** – Courses that allow a student to pursue a topic in-depth as a member of a small group stressing the development of ideas in the chosen discipline, with the option of additional independent study.
2. **General Studies** – Classes that emphasize inquiry, service-learning, community leadership, and resolution development.
3. **Governor's Scholars Seminar** – Personal development seminars that stress concerns and problems faced by students, including such subjects as values clarification, career choice, and interpersonal relationships.

### **FOCUS AREAS**

Students will indicate their top three choices from among a variety of interest areas (see list below for descriptions). GSP staff will assign students to one of the top three choices. Focus Areas meet weekly for a minimum of 12 hours per week. Emphasis will be placed on individual and/or group projects, the development of ideas within the particular discipline, identification of significant themes, and on the interrelatedness of the discipline to other content areas. Class size will vary from 18-22 students, with most around 19.

**PLEASE NOTE:** The focus areas are not designed to prepare you for any high school or college course or to score higher on the ACT or SAT. The GSP focus area courses are meant to provide broad, interdisciplinary, intellectual exposure and enrichment rather than narrow, disciplinary training. Students are encouraged to try a focus area in which they have little prior experience.

### **Focus Area Content Descriptions Are As Follows:**

**AGRIBUSINESS/BIOTECHNOLOGY:** This course explores the diverse components of agriculture and emphasizes the contemporary methods and technology – including biotechnology – that are applied to this traditional field of studies in its new age of development.

**ARCHITECTURAL DESIGN:** This course features orientation to the historical perspectives of design from an architectural point of view, focusing on such aspects as landscape, interior, and historic preservation.

**ASTRONOMY:** This course provides a hands-on introduction to theoretical and observational astronomy. It combines late night observing sessions with regular classroom experiences. The course emphasizes the techniques of science and how they apply to the discipline of astronomy.

**BIOLOGICAL AND ENVIRONMENTAL ISSUES:** This course stresses contemporary issues in and interrelationships between the various biological sciences. Classes may focus on environmental issues that impact our lives and communities.

**BUSINESS, ACCOUNTING, AND ENTREPRENEURSHIP:** This course explores a wide-range of economic forces and systems that have shaped and will impact societies, individuals, and bring about change. It will include exposure to real situations in the business world as well as introductory accounting techniques.

**CHINESE LANGUAGE AND CULTURE:** This course offers intensive exposure to Chinese as a foreign language and to the Chinese culture within the broader frame of Asian heritage and tradition.

**COMMUNICATION AND SOCIAL THEORY:** (Media, Sociology, Gender Studies, etc.) This course explores social and communication systems, considering them as forces that affect nations and individuals.

**CREATIVE WRITING AND LITERARY STUDIES:** This course emphasizes the tactics and strategies in written texts – including those the Scholars write – and the human values those texts articulate.

**CULTURAL ANTHROPOLOGY:** This course is a study of various societies and ways of life, including sub-cultures within our own civilization. Students will differentiate universal aspects of human behavior from those that are socially determined. It may also include archaeological activities.

**DRAMATIC EXPRESSION:** This course explores creative expression through both practice and theoretical study of the dramatic arts. Students may be exposed to the various aspects of this art form including movement, literature, history, performance, and technical elements.

**ENGINEERING:** This course is an orientation to the historical and ethical perspective of engineering. It demonstrates the application of mathematics and science to the solution of “real-world” problems, and helps scholars understand the role of the engineer in today’s world.

**FILM STUDIES:** This course explores the history and development of film, emphasizing techniques used to produce a movie, as well as perspectives to read and interpret film.

**FORENSIC SCIENCE:** This course focuses on the role of forensics as a tool for scientists and law enforcement agencies in criminal justice processes and investigations.

**HEALTHCARE INDUSTRY:** This course will focus on the various fields of study dealing with health issues from a broad range of perspectives, e.g. medicine, insurance, disabilities, physical therapy, etc.

**HISTORICAL ANALYSIS:** This course stresses concepts and movements – cultural, social, and intellectual – rather than historical “facts.”

**INTERNATIONAL RELATIONS:** This course focuses on the importance of seeing the world from a global perspective with emphasis on the relationships among nations and cultures.

**JOURNALISM AND MASS MEDIA:** This course will explore the many different means through which news and information are spread around the world. Students will acquire hands-on experience broadcasting through various media as they consider the practical and ethical implications of modern journalism.

**MODES OF MATHEMATICAL THINKING:** This course explores some of the more exciting, less traditional mathematics, rather than focusing on the acquisition of new or specific skills. It emphasizes interrelationships of mathematical ideas and creative problem solving and applications.

**MUSIC THEORY AND PERFORMANCE:** This course explores various aspects of creative expression through both practice and theoretical study of music. Students may be exposed to various components of the art form including history, performance, and theory.

**PHILOSOPHY:** This course emphasizes the history of ideas, the process of logic, and the influence of ethics and aesthetics on the individual and society.

**PHYSICAL SCIENCE (Chemistry, Geology, Physics):** This course emphasizes the interrelatedness of such traditional areas as physics and chemistry to one another and to wider intellectual and social concerns.

**POLITICAL AND LEGAL ISSUES:** This course studies various political and legal systems and forces that impact societies, individuals, and bring about change.

**PSYCHOLOGY AND BEHAVIORAL STUDIES:** This course emphasizes the importance of psychological processes in driving behavior and shaping individuals as well as their societies.

**SPANISH LANGUAGE AND CULTURE:** This course offers intensive exposure to Spanish as a foreign language and to the Hispanic culture. Students should have studied the language for at least one school year.

**VISUAL ARTS:** This course explores various aspects of creative expression through both practice and theoretical study of the visual arts. Students are exposed to various mediums that may include, but are not limited to, painting, ceramics, glass, plaster, mosaics, photography, and drawing.

### **GENERAL STUDIES**

Each scholar will be assigned to a General Studies group, which will meet about 6 – 8 hours a week to explore the topic(s) presented by the instructor. GSP makes an effort to assign students whose focus area is in the sciences or mathematics to a general studies group led by an instructor in the humanities or social sciences and vice versa. The emphasis will be on helping students develop their problem solving skills, and strengthening their creative thinking abilities, which leads to seeking solutions collectively that are both innovative and practical. Students will be encouraged and guided to develop leadership skills through the general studies classes, as well.

As a natural outgrowth of a program that nurtures self-confidence and personal responsibility, an interest in community service emerges. Scholars will receive guidance at GSP in planning for their future school or community service involvement. In most cases, civic engagement through community projects is part of the General Studies class. This component will help students further develop their leadership potential.

### **GOVERNOR'S SCHOLARS SEMINAR**

Each student will participate in a discussion group concerned with issues and problems of interest to the group and the lives of students in contemporary society. Each group will meet twice weekly for a total of three hours. Topics such as interpersonal communication, family and peer relationships, college choice, and the responsibilities of academically talented students to society will be among issues to be considered for discussion.

# Governor's Scholars Program

## Student Nomination

### Important Dates

<b>September 9, 2015</b>	Last day for the Governor's Scholars Program to mail Student Nomination Packets to Superintendents, Principals, and Guidance Counselors.
<b>January 11, 2016</b>	Last day for school districts with only one school, private schools, and homeschool students to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
<b>January 25, 2016</b>	Last day for school districts with more than one school in the district (requiring a district selection committee) to mail notifications and completed applications to the Governor's Scholars Program. (Student's deadline to district is prior to this date.)
<b>April 13, 2016</b>	Latest date for Governor's Scholars Program to mail notifications to students of their status: Accepted, Alternate, or Not Accepted.
<b>May 2, 2016</b>	Last day for students to accept or decline their appointments. Those accepting must have signed contracts submitted to the Governor's Scholars Program by this date.
<b>May 2, 2016</b>	Last day for Scholars to request a specific session because they have <u>major scheduling conflicts</u> . Requests for session assignments will <u>not be honored if submitted after this date</u> .
	Sessions are staggered to allow Scholars to participate in other major events before or after they attend the program. Leaves of absence are only granted for family emergencies. Students will be expected to stay the full five weeks.
<b>May 19, 2016</b>	Latest date for Governor's Scholars Program to mail notification to Scholars of campus and focus area assignments.
<b>June 19, 2016</b>	First Session Opening Day
<b>June 25, 2016</b>	Second Session Opening Day
<b>June 26, 2016</b>	Third Session Opening Day
<b>July 23, 2016</b>	First Session Closing Day
<b>July 29, 2016</b>	Second Session Closing Day
<b>July 30, 2016</b>	Third Session Closing Day

**Remember that Scholars cannot be absent during the program for any reason except emergency, illness, or similar overriding personal reason.**

**2016 GOVERNOR'S SCHOLARS PROGRAM  
SELECTION RATING FORM**

**A. \_\_\_\_\_ (30 Points) Academic Achievement**

1. \_\_\_\_\_ (0-15 points) Grade Point Average
2. \_\_\_\_\_ (0-10 points) ACT, PSAT, or SAT scores.  
(Counselors should submit the applicant's best score.)
3. \_\_\_\_\_ (0-5 points) Difficulty of Course Load

**B. \_\_\_\_\_ (30 Points) Student Profile**

1. \_\_\_\_\_ (0-10 points) Extracurricular Activities  
Participates in a variety of unrelated organizations; provides evidence of involvement beyond membership and depth of commitment.
2. \_\_\_\_\_ (0-10 points) Service (Voluntary or Paid)  
Accepts responsibility for completion of tasks; reflects ability to handle demanding workload; and demonstrates leadership through paid or voluntary positions.
3. \_\_\_\_\_ (0-10 points) Honors/Awards  
Demonstrates achievement, unique talents, and competitiveness.

**C. \_\_\_\_\_ (20 Points) Writing Entry**

**D. \_\_\_\_\_ (10 Points) Teacher Recommendation**

**E. \_\_\_\_\_ (10 Points) Community Recommendation**

**F. \_\_\_\_\_ Total Score**



## **Governor's Scholars Selection Process**

Student Nomination Packets are sent to every public, private, and parochial school district in the state. The number of nominees each district may submit is based on their junior class enrollment.

All applications are read blindly and are given a unique "journal number" to insure fairness. The applications are reviewed and scored by a Statewide Selection Committee consisting of college admission personnel, college and high school teachers, and education leaders from different areas of the state. Applications are separated into seven sections and then totaled for a final score.

### **Academic Achievement – consists of ACT, PSAT, or SAT test score, grade point average, and difficulty of course load.**

The Academic Achievement Section is awarded points based on the attached charts.

### **Student Profile**

The three sections of the Student Profile are ranked by three selection committee teams. It may be necessary to list duplicate information in these sections to garner maximum points. For example, if the student is Captain of the Basketball Team, the information will be listed as an Extracurricular Activity for participation and also as an Honor/Award for being named the Captain.

- **Student Profile – Extracurricular Activities**  
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Service – Voluntary or Paid**  
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.
- **Student Profile – Honors and Awards**  
This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

### **Writing Entry – 500 Words**

Selection committee members rank the submitted writing entries in seven categories.

**Teacher Recommendation – must be from a core academic subject and from the 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade.** This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.

**Community Recommendation** - must be completed by any member of the community in a role not associated with the applicant's school. The recommender may not be a member of the applicant's immediate family. This section is scored by multiple selection committee members. The scores are then averaged for a final score for this section.



## **Academic Achievement**

### **Test Score**

Students may submit the ACT, PSAT, or SAT. ACT Test scores may be submitted from the 9<sup>th</sup>, 10<sup>th</sup>, or 11<sup>th</sup> grade. Please see the attached chart to determine which test score will garner the greatest number of points.

### **Grade Point Average**

Guidance Counselors must submit the student's grade point average based on an unweighted 4.0 scale. Averages should include grades through the fall semester of 2015. Points are awarded for advanced or honors courses under Difficulty of Course Load.

### **Difficulty of Course Load**

Guidance Counselors award students 1 – 5 points based on the level of classes taken through the fall semester of 2015. The number of advanced or honors classes taken, the number of foreign language classes completed, and electives chosen are considered.

## ACADEMIC ACHIEVEMENT

### 2016 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Test Scores and GPA

<b>ACT SCORES Composites</b>	
<b>Points</b>	<b>Score</b>
10	34-36
9	32-33
8	30-31
7	28-29
6	27
5	26
4	25
3	24
2	23
1	22

<b>PSAT SCORES Selection Index Percentile</b>	
<b>Points</b>	<b>Score</b>
10	99
9	98
8	96-97
7	92-95
6	89-91
5	85-88
4	80-84
3	75-79
2	69-74
1	62-68

<b>SAT SCORES Critical Reading, Mathematics and Writing</b>	
<b>Points</b>	<b>Score</b>
10	2260-2400
9	2130-2250
8	1980-2120
7	1860-1970
6	1820-1850
5	1760-1810
4	1700-1750
3	1650-1690
2	1590-1640
1	1530-1580

<b>GPA CHART</b>	
<b>Points</b>	<b>GPA</b>
15	4.0
14	3.95-3.99
13	3.90-3.94
12	3.85-3.89
11	3.80-3.84
10	3.75-3.79
9	3.70-3.74
8	3.65-3.69
7	3.60-3.64
6	3.50-3.59
5	3.40-3.49
4	3.30-3.39
3	3.20-3.29
2	3.10-3.19
1	3.00-3.09



## Academic Achievement

### 2016 Governor's Scholars Program Guidelines for Rating Student Academic Achievement Difficulty of Course Load

This student has taken only the required curriculum, in lower level classes, and has not selected any academic subjects as electives.	<b>1</b>
This student has taken at least one honors or advanced class or at least one class in the higher level if honors or advanced classes are not available and has not selected academic subjects as electives.	<b>2</b>
This student has taken at least two honors or advanced courses in the higher level if honors or advanced classes are not available. Student must have taken some academic courses as electives.	<b>3</b>
This student must have taken three or more honors or advanced courses or three or more courses in the higher level if honors and advanced classes are not available. Student must have chosen academic courses as electives and has taken 1 year of a foreign language.	<b>4</b>
This student has taken honors or advanced courses in most/all subjects offered or highest level of courses offered in those schools without honors or advanced courses. Student must have chosen academic courses as electives and has taken 2 years of a foreign language.*	<b>5</b>

**\*Note regarding foreign language requirement:** In schools where students are unable to take 2 years of foreign language by their junior year, one year will suffice.

***If a GSP School Coordinator has any questions regarding the foreign language requirements, please contact the Governor's Scholars Program office by calling 502-573-1618.***



## Student Profile

The Selection Committee looks for well-rounded individuals with a variety of interests and experiences. The most important thing is to be inclusive and specific with the information that tells your story to the selection committee. The committee can only review what is on paper. Please remember that the three sections of the Student Profile are ranked by three different selection committee teams and some information may need to be listed in multiple sections. Be sure that the Student Profile fully describes you.

### **Students are required to type this information.**

#### **(30 Points) Student Profile**

##### **(0-10 points) Extracurricular Activities**

The student participates in a variety of unrelated organizations, provides evidence of involvement beyond membership, and demonstrates depth of commitment, leadership, and versatility.

##### **(0-10 points) Service (Voluntary or Paid)**

The student accepts responsibility for completion of assignments, reflects ability to handle demanding workload, demonstrates leadership through paid or voluntary positions, and commitment to the broader community.

##### **(0-10 points) Honors/Awards**

The student is recognized for his/her accomplishments, high achievements, personal uniqueness, and competitiveness, both at the individual and group levels.



## Extracurricular Activities

### Extracurricular Activities

List the activities in which you have been involved and provide a description of your contribution to that activity. Activities can reflect participation in school, church, community, and civic functions or a personal talent/hobby during the 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grades. Your description should include: what responsibilities you assumed, what was the importance of your role, how much time you committed to the activity and how often you participated. Do not abbreviate activity names.

**Please review the sample of a Student Activities section that was ranked highly by the Selection Committee on the following pages.**

Potential activities to include in this section are:

- Reader's Club
- Church Hand Bell Choir
- High School Soccer Team
- Special Olympics Coach
- Church Youth Fellowship
- Mock Trial Team
- Student Council
- Yearbook Staff
- Marching Band
- Academic Team
- National Honor Society
- Newspaper Editor
- Future Problem Solvers
- Class Officer
- Athletic Teams
- Intramural Teams/Clubs
- Honor Societies
- Big Brother –Big Sister
- Peer Tutoring
- Fellowship of Christian Athletes
- Future Business Leaders of America
- Academic Contest
- Pep Club

## **Guidelines for Scoring:**

### **Extracurricular Activities**

**10 points maximum**

Extracurricular activities may include academic, service, cultural, athletic, religious, hobbies, as well as paid and unpaid work. Participation may be as an individual or as part of a group.

#### **(9-10 points):**

- Wide range of varied extracurricular activities – inside and outside of school
- Serious consistent effort and commitment
- Shows initiative and specific involvement/participation/results
- Demonstrated consistent leadership responsibility in activities

#### **(7-8 points):**

- Moderate range of varied extracurricular activities – inside and outside of school
- Generally consistent effort and commitment
- Some initiative and indication of specific involvement/participation/results
- Some leadership responsibility in activities

#### **(5-6 points):**

- Limited range of variety of extracurricular activities – inside and outside of school
- Inconsistent effort and commitment
- Little initiative and indication of specific involvement/participation/results
- Minimum leadership responsibility in activities

#### **(1-4 points):**

- Narrow range and little variety of extracurricular activities – inside and outside of school
- Little consistency in effort and commitment
- No initiative and minimal indication of specific involvement/participation/results
- No leadership responsibility in activities

## **STUDENT PROFILE**

- 1. Extracurricular Activities** – List the activities in which you have been involved and provide a description of your contribution of that activity. Activities can reflect participation in school, church, community, and civic functions or a personal talent/hobby during the 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grades. Your description should include: what responsibilities you assumed, what was the importance of your role, how much time you commit to the activity and how often you participate. Do not abbreviate activity names. (Additional page may be attached if needed.)

A. Activity:	<b>Coed Cheerleading Team</b>	Grades:	<b>10, 11</b>
Contribution:	<p><b>The transition from my former school of 500 to my new and current school of 2000 was drastic, especially for my involvement in cheerleading. At my high school, we have two cheerleading teams, one competitive and one noncompetitive. I have had the great fortune of participating in the competitive cheerleading team for 2 years. Before the consolidation, one of our former district schools had a reputation for having an extremely strong program - they even won the National High School Cheerleading Championship (NHSCC) and the Kentucky High School Athletic Association championship 5 times. After the consolidation, the same level of excellence was expected from our new team. This team of 30 is very diverse, and the male/female interactions require a great deal of respect and maturity. Our team has two main responsibilities: cheering at basketball and football games, and competing in various competitions across the United States. Our team practices or has events around four times about 20 hours weekly, so we are left with less time than our all-girl team. In our season, we attend around 6 competitions and showcases, and the culmination of our abilities is showcased in our final competition, the NHSCC, which we won first place in my 10th grade year for the medium co-ed division. Being a highly competitive team takes full effort from all team members and dedication in our practice times. In 10th Grade, we were able to practice with the 20-time national championship University of Kentucky cheer team, where they assisted us before a competition. Our team also takes on the role of organizing and leading pep rallies, performing in front of the school, and engaging the student section. In addition, we have held a mini-clinic for young prospect cheerleaders as a community event. I have achieved the Academic All-State team honor at the end of basketball and football season each year. Personally, my role is to do my assigned job in our routine for the people around me, and I've learned to understand that I must succeed so that my teammates can as well. Through the program, I have made many strong friendships and learned the value of hard work, dedication, and perseverance.</b></p>		
B. Activity:	<b>Future Problem Solving Team Member</b>	Grades:	<b>9, 10, 11</b>
Contribution:	<p><b>Since 7th grade, I have been a member of the Future Problem Solving Program at the school, state, and international level. Future Problem Solving is both a team and individual competition program where you are responsible for researching a topic and writing a book of challenges and solutions that arise from your assigned topic. Through weekly practices and homework assignments, I have learned how to collaborate with others and strengthen my writing. Each year we have qualified for the international competition held in Bloomington, Indiana and Ames, Iowa. My Freshman year of high school, I was placed on a team of all senior members. This proved to be difficult, as I quickly had to improve my skill level to be able to work at the level of</b></p>		

School Journal No.



my team. At the end of the year, we placed 3rd in the state competition and traveled to the international competition. The following year, I was the oldest member of the team as a 10th grader, and I was named team captain. We won our first two competitions and qualified for internationals again, where we placed sixth and twelfth in our events out of over 30 participating nations. This experience of leading a team to victory is one that is unforgettable. Being responsible for others and pushing them to be the best they can is always a challenge, especially when you have members that are new to the program. As previously mentioned, I began to attend the consolidated school my 10th grade year of high school, which changed our program. Although we maintain the same coach, we invited new members into a close-knit group and trained them in the daunting FPS process. Considering that half of our team could be called “rookies,” it was wonderful to be so successful. Future Problem Solving is a passion of mine, and I would never be able to carry with me so much knowledge of worldly issues, nor be able to think outside of the box or spontaneously so easily without it.

C. Activity:	<b>Academic Team</b>	Grades:	<b>9, 10, 11</b>
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Contribution: **Being inherently inquisitive, I have always found great interest in trivia and general knowledge. In the fifth grade, this interest manifested itself into studying for academic team. Ever since, I have had an intense fervor for learning new things that I am NOT always exposed to in the classroom. Even though I've been accelerated in school mainly for science and math, my academic team focus areas have been writing composition, language arts, & Arts and Humanities throughout high school. This variance has contributed to making me a better-rounded and informed student. I participated in the Governor's Cup competition each year, and have qualified for state in my two written assessment areas language arts & Arts and Humanities each year. As a result of this placement, I have gained recognition as focus area captain, and I look over study materials and assist team members where needed before competitions. I've consistently placed better than all members of my team at competitions, and most of the points for our academic team at each Governor's Cup. Being an individual competitor for Governor's Cup is a huge source of enjoyment for me - I find myself studying each night, mindlessly reading analyses of TS Eliot and the Bronte sisters. Practices occur once weekly for 2 hours, and I spend about 5 hours on my own each week during the offseason working on my events. Closer to competition time, I spend about 15 hours a week studying for our competitions. During the summer, I read voraciously to expound my knowledge base. Overall, I have really grown as a student and learned how to research from my time on the Academic Team. I have also learned to set an example for teammates to follow, and strive to improve to win for my team.**

D. Activity:	<b>Future Business Leaders of America</b>	Grades:	<b>9, 10, 11</b>
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Contribution: **Future Business Leaders of America has aided in making my high school experience so far a great one. The school I attended as a freshman had the fifth largest chapter in the State of Kentucky - and we only had about 500 students in our school. I'm very thankful for this emphasis on FBLA because I've been able to serve the community, learn about business, and have fun competing the past three years. In 9th grade our huge chapter met on club days, which were monthly. In addition to these meetings, we hold events such as our Christmas party with underprivileged preschoolers that involved members in the community. At our high school, our chapter has continued to conduct monthly meetings, and I serve as parliamentarian of our chapter. We have held various community events such as our movie night for the March of Dimes**

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and our trip to a local business owner's conference. Our chapter holds officer meetings every other week, and we are responsible for chapter reports and recruitment at the beginning of each school year. Personally, I managed meetings, create multimedia presentations, engage in the presentation at each meeting, and handle the competitive event sign up for our chapter. These responsibilities require about 5 hours of work a week total, with more closer to our larger events. With all of the FBLA events that occurred during the year, some of my favorites are the conferences that hold competitive events. Our chapter attends the fall leadership conference, the regional leadership conference, the State Leadership Conference, and the National Leadership Conference. Each year I've attended all of these conferences and each time I've been one of the only individuals to qualify for the National Leadership Conference from my chapter. I've traveled to Anaheim, California, and Nashville, Tennessee, to participate in these national conferences. The state conferences have been held each year at the Galt House in Louisville, Kentucky. These experiences have allowed me to listen to very interesting keynote speakers, network with other young students, and talk to students campaigning for state office. In the 9th grade, I won first place in the introduction to business communications event at regional competition, and placed 2nd in the event at state nationally, I was, again, 2nd from our state. In 10th grade, I competed in the same event and won both the regional and state competition. At the National Conference, I placed 5th overall of about 150 students. These events allowed me to learn so much about appropriate business conversations, presentations, and encounters that I will carry with me into the public arena in my future career. The competitions, leadership position, and community events have allowed me to create meaningful friendships and a lasting knowledge of how to survive in the business world. This year in FBLA, our chapter has faced hardships, as our advisor took a different position in our school and we were given a new advisor. However, the officers have learned to make it work, and overcoming our adversity like this has taught us the importance of being organized and independent.

E. Activity:	Personal Tutoring Service	Grades:	11
Contribution:	Once a week, I schedule tutoring with a student a year younger than me with a focus in Geometry. When he first came to me, he was failing with a 32 average. His birthday had just passed, and he could not take his driver's permit test due to his grades. Through these weekly tutoring sessions, I was able to help him raise his grades to where he could obtain his permit, and also learn essential components of Geometry. This requires me to plan out the lesson and make sure I have adequate materials prepared. Considering I took Geometry in the 8th grade, I've grown stronger in these subjects with him. Tutoring truly is an enjoyable experience, as I can see him learn and grow stronger in math with each passing week.		

Y. Activity:	Church Member	Grades:	9, 10, 11
Contribution:	Starting in the first days of my life, I have attended church services on Sundays for morning worship and Sunday School. Every week, my mother and I head to the church to participate in these services. In the summer, I assist the teachers with our Vacation Bible School Program. Also, throughout the year, our youth group helps the Seniors in the church with projects in their home that they cannot do themselves. Through the years, I've become very knowledgeable about my faith, and I've learned so much about how to live and act. Going to church allows me to see examples of how to be a better person, and I value the fellowship I have with other members of my church. Considering my family's membership and my adolescent		

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baptism, I am an accepted member of the church. I've gained a sense of belonging, and I feel great joy here. Growing up in the church has largely shaped the way I am today.	
F. Activity: <b>University Of Kentucky Rising Scholars Program</b>	Grades: <b>10</b>
Contribution: <b>Shortly before the conclusion of my sophomore year, I was notified of my selection to the University of Kentucky rising Scholars Program. In this program, many schools in the state of Kentucky send one representative that has the highest cumulative GPA and is most economically well rounded in the 10th grade class. I was chosen to represent my high school for my 4.0 GPA. This ended up being quite an achievement; as there are over 2000 students who attend my school. In the summer of my 10th grade year, an event was held to celebrate the scholars. It began with the tour of the University of Kentucky's campus. Next was a luncheon, followed by keynote speakers and a UK college fair. The event was banquet style so I was able to converse with other top academic students from around the state while eating, and also while speaking with ambassadors of my major of intent at the fair. The event concluded with a formal ceremony that introduced all scholars, and we were given prizes. Overall, I found the event to be very beneficial, as I love talking with bright minds from Kentucky and exploring a prominent college campus in my state. I am honored that I was able to attend, and I hope to be able to continue networking with the students into the future.</b>	
G. Activity: <b>Governor's Cup Competition</b>	Grades: <b>9, 10, 11</b>
Contribution: <b>Every year I have been in high school, I have participated in all three levels (district, regional, and state) of the Governor's Cup academic competition. Each year, I have competed in the Arts and humanities, Language Arts, and Future Problem Solving events. To be able to participate, I first had to qualify for my school based on mock competitions. After I was selected to compete, I went to weekly practices and studied on my own throughout the year. This totals to about 5 hours a week of preparation time all year, not just during season. I lead my team in scoring at all competitions, and served as captain of the Future Problem Solving team and head of the curriculum areas that I competed in. Overall, Governor's Cup has opened numerous doors for me, allowing me to compete with students from all over the world through FPS, expand my knowledge of important facets of our worlds' culture and history, and have fun with talented and intelligent students from across the state.</b>	

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## Service

### **Service (Voluntary or Paid)**

List your volunteer or paid service from the 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grades. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate time involved (hours), frequency (once a week, one time only, etc.) and how long you have been providing the service.

**Please review the sample of a Service section ranked highly by the Selection Committee on the following pages.**

Potential activities to include in this section are:

- Adopt - A - Highway
- Habitat for Humanity
- Volunteer at Soup Kitchen
- Fundraising for Cancer Society
- Mowing Yards
- Page for Kentucky House of Representative
- Special Olympic Volunteer
- Internships
- Baby-sitting
- Food Drives
- Coaching
- Walk-A-Thon
- Salvation Army
- Toys for Tots
- Singing Christmas Carols
- Mission Trips
- Summer Jobs
- Part-time Jobs
- Helping a Neighbor
- Religious Volunteerism
- Clothing Drives
- Park Clean-Up

## **Guidelines for Scoring:**

### **Service**

**10 points maximum**

Service includes voluntary, unpaid, and paid efforts in school, civic, church, community, or business settings. Service can be done individually or as part of a group. Descriptions should detail the students individual responsibilities and what they learned/gained by doing each.

#### **(9-10 points):**

- Wide range and variety of voluntary and paid service
- Serious consistent effort and commitment toward service
- Shows initiative and specific participation and results in service
- Evidence of personal growth and values

#### **(7-8 points):**

- Moderate range and variety of voluntary and paid service
- Generally consistent effort and commitment toward service
- Some initiative and specific participation and results in service
- Sense of personal growth and enrichment

#### **(5-6 points):**

- Limited range and variety of voluntary and paid service
- Some consistent effort and commitment toward service
- Little initiative and specific participation and results in service
- Little sense of personal benefits of service

#### **(1-4 points):**

- Small range and variety of voluntary and paid service
- Token/minimal effort and commitment toward service
- No initiative and elaboration of specific participation and results in service
- No sense of benefits of service

2. **Service (voluntary or paid)** – List your volunteer or paid service from the 9<sup>th</sup>, 10<sup>th</sup>, and 11<sup>th</sup> grades. Explain your specific responsibilities and the impact these experiences have had on your awareness, growth, and development. In doing so, you will be able to demonstrate the depth and breadth of your commitment to others. Indicate time involved (hours), frequency (once a week, one time only, etc.) and how long you have been providing the service. (Additional pages may be attached if needed.)

Service	Time	Frequency	Length of Time Involved
<i>Example: Volunteer - Angel Tree Program</i> <i>Initiated and planned this school-wide project. Researched various agencies that would receive gifts; set up tree; made ornaments and labels; distributed flyers and announcements; collected, sorted, and delivered gifts.</i>	15 Hours	Weekly	2 Months x 2 Years
<b>Volunteer – Elementary School Future Problem Solving Coach</b> During my Freshman year, I created a Future Problem Solving Team at my Elementary School. As an FPSer myself, I saw a problem at our local school and decided to solve it. I coordinated the creation with two other teachers who served as the official sponsors and jobholders of the program. After creation, we held tryouts and started practice with our team. We practiced every week from August to March to prepare for the Governor’s Cup and Junior Division Future Problem Solving competitions. In addition to practices, we also held mock competitions to get the students into the groove of the FPS practice. As a result of their hard work, their team won their district, and have continued to do so every year. The three teams that I have coached have followed this trend with frequent practice and competition. To prepare the students, I had to plan out lessons for each practice, copy papers, review student work, and teach new material. As the only qualified FPS informant, I served as the only person who really contributed to the team, despite the presence of the different sponsors I have had in the last 3 years. While they serve as a crowd control and help to appease the parents, I am left in charge of all things relating to FPS. As a result of this service, I have grown very close to my students, and I have seen them blossom as writers in front of my eyes. Being a coach has made me a better competitor in my own competitions, and I am better able to explain the process each year. These teams have taught me responsibility, patience, and understanding. When dealing with younger students, I have learned the power of praise. The establishment of this program at my Elementary School is one of the achievements I am most proud of.	375 hours	Weekly	8 months x 3 years
<b>Paid Service – Personal Tutoring</b> Each week, I tutor a student in Geometry for 1-2 hours. I coordinate scheduling times at the beginning of each week, and work with him to strengthen his knowledge base for better success in the classroom. This one-on-one interaction has raised his grade dramatically. To help him, I have to make sure I am well-versed in the concepts in Geometry, and I help	56 hours	Weekly	8 months

to make sure he is on a study schedule. This experience has helped me to learn patience, how to convey and teach ideas, and to brush up on basic math skills myself through these weekly meetings.			
<b>Volunteer –High School Quick Recall Team</b> Although I am on the High School Academic Team, I am not on the quick recall team: I am one of the only students that do not overlap. Because I already compete in a maximum of three Governor’s Cup events, I cannot participate in this team. However, any chance I get I spend with the Quick Recall team in their practices and matches. The team has practices on Tuesdays and Thursdays, and generally I am able to make it to a few every month. At these practices, I moderate and operate the buzzers so that they can focus on developing their skills. When they have home meets, I generally try and volunteer (if time allows). At these matches, I officiate and help run any errands that our coach needs done. As I am not on the quick recall team, but still generally on the team, I have become the go-to girl when anything needs to be done at academic team practice. Through helping this team, I have developed my own academic team skills. I have also found joy in seeing the success of my fellow students. I am motivated to do my best in the presence of such intelligent people, and I am able to see the fruits of hard work.	225 hours	3 times monthly	10 months x 3 years
<b>Volunteer – Groceries for Good</b> Groceries for Good is an annual food drive held to help community charities before the Thanksgiving holiday. During the food drive, trucks of groceries are hauled in from various stores around Paducah. The volunteers haul in the food and sort the items based on their type (sugar, flour, corn, etc.) Then, the items are placed in bags with their category and taken to piles for charities with that item type on their list. Finally, the charities come in at different times to pick up their donation piles, and the volunteers help to place the bags in the trucks of the charities. While volunteering, I helped with all of these tasks in the food drive. Groceries for Good is very rewarding; while it is very busy and laborious, it is important to me to be able to help so many charities simultaneously. This is one of my favorite service events to participate in, and I plan on continuing participation in the following years.	10 hours	Yearly	2 years
<b>Volunteer - Red Cross Blood Drive</b> At my high school, the student council set up the blood drives for the Red Cross twice a year. During my Freshman year, I work both of these blood drives. I have experience working blood drives from elementary and middle school, so I knew what I was doing when I was assigned a task. For these blood drives, I helped with recruiting students, assigning them appointments, or retrieving them from class, and offering them refreshments during and after their appointments. For a while, I operated the snack table and made sure that those students on the verge of passing out were going to be healthy.	6 hours	Twice yearly	1 year

The service was always very fun and enjoyable. I am glad I was able to get my service to the Red Cross, considering I cannot give my blood due to my petite size.			
<b>Paid Service – Babysitting</b> In the 9 <sup>th</sup> grade, I babysat a small infant each week while her parents worked. In the summers of my 9 <sup>th</sup> and 10 <sup>th</sup> grade year, I kept a 3 <sup>rd</sup> grader for 8 hours every Wednesday of the summer. During this time, I planned fun events for him, such as taking him to the park, to a local waterpark, and to his favorite pizza place. Through these experiences, I learned a lot about the needs of children of different ages, and I learned strategies to reward good behavior and reprimand bad behavior in a gentle way. Babysitting can definitely be a test of patience, and there is also a large need to be honest, kind, and careful with the children. Communicating with parents also became important for me as I worked around my own activities and the schedules of my employers.	250 hours	Weekly	3 months x 3 years





## Honors/Awards

### **Honors/Awards**

List awards received for school activities or from outside organizations. Describe each honor/award and explain the importance of it. This section should reflect honors/awards received during the 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grades. Do not abbreviate the name of the organization granting the award. Awards received multiple times should be listed individually.

**Please review the sample of an Honors and Awards section ranked highly by the Selection Committee on the following pages.**

Potential activities to include in this section are:

- Governor's Cup Competition
- Most Improved on Athletic Team
- 110% Award on Athletic Team
- Page to Senator or Representative
- High-Ranking Portfolio
- Published Literature
- Foreign Language Competitions
- All-State Piano
- All-State Choir
- Captain of Athletic Teams
- Outstanding Achievement in Specific Subject
- Quick Recall Team
- Honor Roll
- Office in Student Council
- Class Officer
- Club or Organization Officer
- Placing in Future Leaders of America or Other Club Competitions
- Science Fair
- Leadership or Service Awards
- Scouting Awards
- Art Awards
- Delegate to a National Convention
- Essay Contests
- Academic Team Competitions
- Honorable Mentions

## **Guidelines for Scoring:**

### **Honors/Awards**

**10 points maximum**

Honors/Awards can be school related or outside of school. They may be given for individual achievement or related to the achievement of a group in which the individual participated. Consistency of effort and recognition, as well as selectivity and competitiveness of honor/award may be considered.

#### **(9-10 points):**

- Recognition is given for a wide range and variety of achievement
- Achievement is achieved at numerous levels including local, district/regional, state, and national
- Specific description of achievement/ability recognized

#### **(7-8 points):**

- Recognition is given for a moderate range and variety of achievement
- Achievement is achieved at several levels including local, district/regional, and state
- General description of achievement/ability recognized

#### **(5-6 points):**

- Recognition is given for a limited range and variety of achievement
- Achievement is achieved at local, and district/regional levels
- Limited description of achievement/ability recognized

#### **(1-4 points):**

- Recognition for small range and variety of achievement
- Achievement is limited to recognition at the local level
- No description of achievement/ability recognized

## STUDENT PROFILE (continued)

3. **Honors/Awards** – List awards received for school activities or from outside organizations. Describe each honor/award and explain the importance of it. This section should reflect honors/awards received during the 9<sup>th</sup>, 10<sup>th</sup> & 11<sup>th</sup> grades. Do not abbreviate the name of the organization granting the award. Awards received multiple times should be listed individually. (Additional pages may be attached if needed.)

**Code: I-International, N-National, S-State, R-Regional, D-District, L-Local, or School. Reference SAF-5 for guidelines on completing this section.**

Code	Honor/Award	Grade	Individual or Group Honor
L	<i>Example- Gold Book Award</i> <i>Awarded to two students per year for academic achievement and leadership in the classroom.</i>	10 <sup>th</sup>	Individual
I	<b>Future Problem Solving Program International Competition – Finalist</b> Out of thousands of Future Problem Solving Teams around the world, my high school team made it to the International Competition and advanced to the second round of evaluation. We were named 12 <sup>th</sup> place out of over 60 teams. This award validated us as one of the best teams in the world and demonstrated our hard work and determination as well as our individual and team organization and critical thinking skills.	10 <sup>th</sup>	Group
N	<b>National High School Cheerleading Championship – 1<sup>st</sup> place</b> My high school team won first place in the Medium Coed Division of this competition over qualifying teams from around the nation. There were over 60 competing teams, which makes our first place finish that much more impressive! We had to undergo extremely rigorous practice, training, and team building to advance to the National Championship, making this award a capstone to my cheerleading career.	10 <sup>th</sup>	Group
L	<b>Vacation Bible School Group Leader</b> I was selected by my children's minister to be the 4 <sup>th</sup> and 5 <sup>th</sup> grade group leader at my church's vacation bible school. I have very fond memories from my days of vacation bible school, so I love helping other kids to make the same memories. Being selected for this honor helps me show leadership to younger kids by teaching Christian values and building community within our group.	10 <sup>th</sup>	Individual
D	<b>Outstanding Attitude Award</b> This is awarded to two students out of all choral groups in my county (a total of around 100 students) for having a positive attitude and demonstrating leadership and exceptional effort during class, rehearsals, and performances. In chorus, I always sang as a soprano and I contributed a strong voice to my section as it was the smallest section in the choir. I feel like singing gives me a chance to be free and forget about anything that is bothering me.	9 <sup>th</sup>	Individual
School	<b>Junior Executive Board</b> About fifteen students are selected from the junior class by the class officers and class sponsors to be a member of the junior class executive	11 <sup>th</sup>	Individual

	board. Students are chosen based on having exceptional grades, demonstrating leadership, and being positive role models for the student body.		
<b>S</b>	<b>1<sup>st</sup> Place in State Dance Competition</b> Every year my high school dance team participates in the Universal Dance Association Summer Camp home routine competition for high school dance teams in Kentucky. As a team, we have worked hard and practiced several days a week, leading us to win first place in the jazz category for the past two years in a row. Not only did we have to work relentlessly to have the best routine, we made history by being the first team to win this competition from our school.	<b>11<sup>th</sup></b>	<b>Group</b>
<b>School</b>	<b>Pre-Engineering Program</b> The pre-engineering program is offered to students interested in math and science and wanting to pursue a career in engineering, medicine, or anything else math and science related. I rushed to apply, as I am striving for a career as a pediatrician. I was admitted to this program my freshman year due to my test scores and grades throughout my previous school years. In this selective program, I love that I am surrounded by students that share common interests with me and wonderful teachers that care deeply about my education. I am thrilled with the hands-on learning experience that the program provides and the fascinating curriculum.	<b>11<sup>th</sup></b>	<b>Individual</b>
<b>N</b>	<b>National Society of High School Scholars</b> I was selected to become a member of the National Society of High School Scholars. This organization recognizes top scholars who have demonstrated leadership, scholarship, and community commitment. I was given a certificate for this honor. This honor is important to me so that I can better prepare for college, get connected with like-minded peers focused on academics and growth, and even receive scholarships.	<b>10<sup>th</sup></b>	<b>Individual</b>
<b>S</b>	<b>Kentucky Educational Excellence Scholarship Money</b> I received \$500.00 worth of scholarship money through the Kentucky Educational Excellence Scholarship Program for receiving a 4.0 GPA my Freshman year. I have to maintain grades in all my classes, being sure to complete every assignment beyond expectations, study for tests, and speak with my teachers regularly when I do not understand a concept.	<b>9<sup>th</sup></b>	<b>Individual</b>
<b>L</b>	<b>Employee of the Month</b> I was recently named Employee of the Month by my boss out of 30 people at our work. Being one of the youngest employees and only working part-time, this was a great honor. Working at my job has truly taught me dedication and commitment. I have to work seamlessly with my fellow employees to present the best appearance and relationship with our customers.	<b>11<sup>th</sup></b>	<b>Individual</b>
<b>School</b>	<b>Captain – High School Basketball Team</b> My freshman year, I was selected by both my coach and teammates to serve as one of two captains for our JV Basketball team. It was an honor to be selected out of the many other guys on the team to lead everyone during every practice and every game.	<b>9<sup>th</sup></b>	<b>Individual</b>



## Writing Entry

The Selection Committee members rank writing entries using the attached rubric as a guideline. **It is required that the writing entry be typed, double-spaced and a maximum of 500 words.** It is recommended that someone proofread your writing entry.

1. Because the readers review such a large volume of writing entries, it is important that you catch their attention with a fresh or interesting way of looking at the norm. Show originality in ideas and let the reader see your individuality.
2. Read all directions carefully. You will lose points for failing to follow the directions. Be sure to double-space your writing entry.
3. If you prefer, you may type and attach your writing entry as a separate document.
4. Write a first draft and then let it sit for a few days to a week. At that time, read it again and begin the editing process. No one does his or her best work with the first attempt. These are worth 20 points of your total score and you do not want to waste points by rushing through the writing process.
5. Review your writing entry. Many students fail to adequately or appropriately answer the question(s) posed in the prompt they chose. Did you address each section?
6. Listed below are some common problems and areas in which the readers have noted that many applicants need improvement:
  - Idea not supported by relevant and pertinent details – The reader should have a vivid picture in his/her mind of the idea you are trying to portray.
  - Be careful when using the thesaurus option on your computer. Not all words listed will work for you, and some may sound stilted.
  - Spell check and grammar check will not catch many errors. These are only step one in the writing process.
  - Maintain a consistent and appropriate tone in your writing for the writing prompt you select.

## Governor's Scholars Program Writing Entry Scoring Guidelines

### **Formatting...**

2.0 possible points

- Writing Entry is double-spaced

### **Purpose/Audience**

0.0 – 3.0 possible points

- Limited awareness of audience and/or purpose
- Some evidence of communicating with an audience for a specific purpose; some lapses in focus
- Focused on a purpose; communicates with an audience; evidence of appropriate voice and/or suitable tone
- Establishes a purpose; maintains clear focus and strong awareness of audience; appropriate tone
- Establishes a purpose; maintains clear focus throughout; evidence of distinctive voice appropriate to audience

### **Idea Development/Support...**

0.0 – 3.0 possible points

- Minimal idea development; limited and/or unrelated details
- Unelaborated idea development; minimal and/or repetitious details
- Depth of idea development supported by relevant details
- Depth and complexity of ideas supported by rich, engaging, pertinent details
- Depth and complexity of ideas supported by rich, engaging, pertinent details; evidence of analysis, reflection, insight

### **Organization...**

0.0 – 3.0 possible points

- Random and/or weak organization
- Lapses in organization and/or coherence
- Logical, coherent organization
- Well-crafted, skillful organization

### **Sentences...**

0.0 – 3.0 possible points

- Incorrect and/or ineffective sentence structure
- Simplistic and/or awkward sentence structure
- Controlled sentence structure
- Varied sentence structure
- Advanced sentence variety, structure, and length that enhances writing

### **Language...**

0.0 – 3.0 possible points

- Incorrect or ineffective language
- Imprecise and/or simplistic language
- Acceptable, effective language
- Precise and/or rich language

### **Correctness...**

0.0 – 3.0 possible points

- Frequent errors in spelling, punctuation, and capitalization
- Some errors in spelling, punctuation, and/or capitalization that do not interfere with meaning and emphasis
- Very few errors in spelling, punctuation, and/or capitalization relative to length and complexity
- Skillful control of spelling, punctuation, and capitalization

## **2016 Writing Entry Prompts**

**In 500 words or fewer, please respond to one of the prompts below. Be sure to fully address all questions and/or considerations posed in the prompt you select; points will be deducted from your score if you fail to do so. The diction and tone of your response should be appropriate for the topic you select. Also, take into consideration the potential audience and/or readers of your entry.**

**Your entry must be typed and double-spaced. Failure to follow directions will result in a loss of points.**

### **Writing Entry Prompt Number 1:**

If you were to write a book or direct a film, what would be the story line? Describe the main character(s).

### **Writing Entry Prompt Number 2:**

If you were able to make one change in our educational or political system, what would it be and why?

### **Writing Entry Prompt Number 3:**

You have been asked to develop a holiday. What would it be and what would it celebrate?

### **Writing Entry Prompt Number 4:**

Discuss an event, formal or informal, that marked your transition from childhood to adulthood within your culture, community, or family.

### **Writing Entry Prompt Number 5:**

Choose one of the following words and write an essay about it: air, water, fire, earth.



## Teacher Recommendation

**One** teacher recommendation form is required. Let your selected teacher know that this recommendation is important to you and what participation in this program would mean personally. Please let your teacher know that a sample recommendation and the form are available on our website at [gsp.ky.gov](http://gsp.ky.gov).

Some tips in this area include:

1. Give teacher **AMPLE** time to complete the recommendation.
2. For consistency across the board and to get the perspective of the student in the academic setting, select a teacher in core academic subjects from 9<sup>th</sup>, 10<sup>th</sup> or 11<sup>th</sup> grades; e.g., math, science, English, social studies, or foreign languages.
3. You may want to ask **two** academic teachers to complete the forms. Your guidance counselor can then submit the best recommendation. (If you do this, be sure to follow-up with the counselor and ask him or her to submit your best recommendation.)
4. Ask a teacher who knows you well and who is impressed with you both academically and personally.
5. Try to select a teacher who gives you detailed, written feedback on tests, papers, homework, reports, etc. These teachers are more likely to make an extra effort in completing your recommendation and are able to give specific examples to support their comments.



# Governor's Scholars Program 2016 Teacher Recommendation Form

**MUST BE TYPED**

Teacher's Name: \_\_\_\_\_

Student's Name: \_\_\_\_\_

9<sup>th</sup> grade subject: \_\_\_\_\_

☐ AP ☐ Honors ☐ Regular ☐ Other \_\_\_\_\_

10<sup>th</sup> grade subject: \_\_\_\_\_

☐ AP ☐ Honors ☐ Regular ☐ Other \_\_\_\_\_

11<sup>th</sup> grade subject: \_\_\_\_\_

☐ AP ☐ Honors ☐ Regular ☐ Other \_\_\_\_\_

**Please check the number that represents your experience with this student as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.**

Participation in class discussions/on task behavior in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest about class topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Ability to synthesize and grasp underlying principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to take academic risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Academic integrity and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Contributing member of the school community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.**

1. What do you consider to be the most relevant academic strength and weakness of this student?
2. What is most unique about this student as he/she relates to other students? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this student's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the student, what would you expect the single greatest contribution of this student to be at GSP?
4. **(OPTIONAL)** If information that you feel important is not included elsewhere in your recommendation, please feel free to include it here.

## **Guidelines for Scoring:**

### **Teacher Recommendation**

**10 points maximum**

Scores for this section will be a comprehensive evaluation of the numerical rankings, the comments, as well as the consistency between the two of these.

#### **(9-10 points):**

**5's (8-12)**

**4's (0-4)**

**1's, 2's, 3's (0)**

- Numerical scores are consistent with written recommendation
- Direct knowledge of working with student, citing specific examples of student effort/qualifications/regard for others/values.
- No repetition in answers
- Minimum amount of "vitae material"
- Well written (no/few distractors)
- Obvious recommender knows student
- Addresses questions regarding applicant directly

#### **(7-8 points):**

**5's (6+)**

**4's (4-5)**

**1's, 2's, 3's (1-2)**

- Numerical scores essentially consistent with written recommendation
- Knowledge of working with student without specific examples of student effort/qualifications/regard for others/values.
- Minimum repetition in answers
- "Vitae material" liberally used in answers
- Generally well written (minimum distractors)
- Recommender is fairly well acquainted with student
- Addresses questions regarding applicant directly

**(5-6 points):**

**5's (3-5)**

**4's (5-7)**

**1's, 2's, 3's (3-4)**

- Numerical scores are generally consistent with written recommendation
- Little indication of direct working with student
- Repetition in answers
- Heavily dependent on “vitae material”
- Questions regarding applicant only partially addressed

**(1-4 points):**

**5's (0-2)**

**4's (3-4)**

**1's, 2's, 3's (5-6)**

- Numerical scores are inconsistent with written recommendation
- No indication of working with or interacting with student
- Almost exclusively “vitae material”
- Poorly written – distractors common
- Repetition
- Questions regarding applicant minimally or not addressed

**Governor's Scholars Program  
2015 Teacher Recommendation Form**

**PLEASE TYPE**

Teacher's Name \_\_\_\_\_

Student's Name \_\_\_\_\_

9<sup>th</sup> grade subject:                      ☐ AP ☐ Honors ☐ Regular ☐ Other  
 10<sup>th</sup> grade subject:                     ☐ AP ☐ Honors ☐ Regular ☐ Other  
 11<sup>th</sup> grade subject: **Precalculus**   ☐ AP ☒ Honors ☐ Regular ☐ Other

**Please check the number that represents your experience with this student as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score. Indicate an "in-between" by adding a "+" or "-" after it.**

Participation in class discussions/on task behavior in class	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Inquisitiveness, interest about class topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Ability to synthesize and grasp underlying principles	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Willingness to take academic risks	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Cooperation, Social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Academic integrity and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Consideration and attitude toward other students	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Contributing member of the school community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5

**As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.**

1. What do you consider to be the most relevant academic strength and weakness of this student?

I am privileged to teach \_\_\_\_\_ this year in precalculus, but I also coached her as a member of my middle school mathcounts team. From my perspective, her academic strength lies in her desire to be challenged and in her sincere enjoyment of the problem solving process. I have taught and coached mathcounts for twenty-three years and she is in my all time top five students exhibiting inquisitive eagerness for math problems. She works every bonus question presented to her and stays after school until she has solved every problem on her ACT practice tests. Last week I could not find my answer key for a difficult section of our trigonometry homework and \_\_\_\_\_ volunteered to put hers on my document camera to share with the class. I must admit her answers were presented as precisely as any math teacher and better than my own! I have my masters degree in mathematics and endorsement in gifted education and feel I can professionally spot a gifted math student. It is extremely evident that she loves working problems, but she also does not come across as arrogant or prideful. She is beloved and a friend to all. A couple of weeks ago I shared with her my son's math career as an actuary. Although she is leaning towards a career in health sciences, I can tell \_\_\_\_\_ is open to learning about careers involving mathematics and science. In addition to her strength in math, she excels and enjoys all of her classes. She made a perfect 36 on the English portion on the ACT. She has a true love for learning! \_\_\_\_\_ does not have any academic weakness!

What is most unique about this student as he/she relates to other students? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may affect this student's participation in the Governor's Scholars Program, please note them here.

has the unique ability to not only be a leader, but a team player. I have observed her successfully lead a group of her peers in class on a project. She demonstrates leadership qualities by respectfully giving direction without being overbearing. You know she is admired by her peers because they selected her to be homecoming representative both her freshman and sophomore years. She was chosen best cabinmate at Kentucky Youth Camp. I personally think these honors are huge because they demonstrate the real When you consider her accomplishments and activities, they overwhelmingly show that she is a leader in every aspect of her life. is also unique because she demonstrates her leadership through compassionate activities. She peer tutors, serves on the Mayor's Anti-Bullying Committee, Big Sister/Little Sister program, Little League Basketball Camp Instructor, to name a few. I am not aware of any hardships/conditions that would affect 's participation in the Governor's Scholars Program.

2. Based on your experience with the student, what would you expect the single greatest contribution of this student to be at GSP?

is as outstanding a student as I have ever taught and I have written numerous recommendations for students and previously served on the County Governor's Scholars Selection Committee. I have never wanted an opportunity to be given to my student more than this one. is the epitome of what a Governor's Scholar represents. She will make Kentucky proud. She would bring curiosity, compassion, and commitment, but her greatest contribution would be "unbridled" enthusiasm!



## Community Recommendation

**One** community recommendation form is required. The goal of this recommendation is to get the perspective of how the student performs in a community setting beyond the high school. Therefore, this must be completed by any member of the community in a role not associated with the applicant's school. The recommender may **not** be a member of the applicant's immediate family or a member of the school, district, or state GSP selection committees. When selecting a recommender, keep in mind the recommender should know you well enough to answer the questions in detail and provide a strong recommendation. Please let your recommender know that the form may be downloaded from our website at [gsp.ky.gov](http://gsp.ky.gov).

Some tips in this area include:

1. The recommendation **must** be completed on our GSP Community Recommendation Form. Letters of recommendation will **not** be accepted.
2. Give your recommender **AMPLE** time to complete the recommendation.
3. Ask a community member who knows you well and who is impressed with you personally and/or professionally. Ideally, your recommender should be someone who has interacted with you extensively through an organization such as – but not limited to – a club, team, or activity. It is important that your recommender be well acquainted with you so that he/she can provide a comprehensive assessment of you as an individual.
4. Some examples of potential community recommenders are: boy/girl scout leader, employer, league coach, neighbor, youth director, minister, mentor, etc.

**Governor's Scholars Program  
2016 Community Recommendation Form**

**MUST BE TYPED**

Recommender's Name \_\_\_\_\_ Applicant's Name \_\_\_\_\_

Recommender's Position & Organization \_\_\_\_\_

How long have you known this applicant? \_\_\_\_\_

In what capacity have you interacted with this applicant? \_\_\_\_\_

**Please check the number that represents your experience with this applicant as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score.**

Willingness and ability to contribute to the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Character, integrity, and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Consideration and attitude toward others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Willingness to pursue visionary ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
Inquisitiveness, interest in a variety of topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5

**As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.**

1. What do you consider to be the most relevant strength and weakness of this applicant?
2. What is most unique about this applicant? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may impact this applicant's participation in the Governor's Scholars Program, please note them here.
3. Based on your experience with the applicant, what would you expect the single greatest contribution of this individual to be at the Governor's Scholars Program?
4. **(OPTIONAL)** If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here.

## **Guidelines for Scoring:**

### **Community Recommendation**

**10 points maximum**

Scores for this section will be a comprehensive evaluation of the numerical rankings the comments, as well as the consistency between the two of these.

#### **(9-10 points):**

**5's (7-10)**

**4's (3-4)**

**1's, 2's, 3's (0)**

- Numerical scores are consistent with written recommendation
- Direct knowledge of working with applicant, citing specific examples of applicant community involvement/effort/regard for others/values.
- No repetition in answers
- Minimum amount of "vitae material"
- Well written (no/few distractors)
- Obvious recommender knows applicant
- Addresses questions regarding applicant directly

#### **(7-8 points):**

**5's (5+)**

**4's (5-9)**

**1's, 2's, 3's (1-2)**

- Numerical scores essentially consistent with written recommendation
- Knowledge of working with applicant without specific examples of applicant community involvement/effort/regard for others/values.
- Minimum repetition in answers
- "Vitae material" liberally used in answers
- Generally well written (minimum distractors)
- Recommender is fairly well acquainted with applicant
- Addresses questions regarding applicant directly



**(5-6 points):**

**5's (3-4)**

**4's (3-5)**

**1's, 2's, 3's (2-3)**

- Numerical scores are generally consistent with written recommendation
- Little indication of direct working with applicant
- Repetition in answers
- Heavily dependent on “vitae material”
- Questions regarding applicant only partially addressed

**(1-4 points):**

**5's (1-2)**

**4's (2-4)**

**1's, 2's, 3's (3-5)**

- Numerical scores are inconsistent with written recommendation
- No indication of working with or interacting with applicant
- Almost exclusively “vitae material”
- Poorly written – distractors common
- Repetition
- Questions regarding applicant minimally or not addressed

**Governor's Scholars Program  
2015 Community Recommendation Form**

**PLEASE TYPE**

Recommender's Name \_\_\_\_\_  
Recommender's Position & Organization \_\_\_\_\_

Applicant's Name \_\_\_\_\_

How long have you known this applicant? 13 years

In what capacity have you interacted with this applicant?

I've interacted with \_\_\_\_\_ in various manners across the time I have known her including community service events, local sporting events, and joint church activities.

Please check the number that represents your experience with this applicant as related to the qualities listed below. 5 represents the highest score and 1 represents the lowest score. Indicate an "in-between" by adding a "+" or "-" after it.

Willingness and ability to contribute to the community	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Cooperation, social and emotional maturity	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Character, integrity, and honesty	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Consideration and attitude toward others	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Flexibility, willingness to adapt to new situations and accept changes	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Motivation, initiative, and self-starting ability	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Willingness to pursue visionary ideas	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Self discipline, responsibility, and dedication to following through	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Creativity and originality of thought	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
Inquisitiveness, interest in a variety of topics and issues	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5

As you respond to the following questions, please be sure to include specific details and examples. Brief responses that lack specific information do not provide the selection committee with sufficient information and will result in a lower score.

1. What do you consider to be the most relevant strength and weakness of this applicant in terms of his/her community involvement and leadership potential?

Without a doubt, the most relevant strength of \_\_\_\_\_ is her character. Being involved with the youth of this community for 20 plus years, it becomes very clear which youth are those who you can count on to be positive role models and those that may need to be led a little more with a watchful eye. \_\_\_\_\_ is just "that" girl. She carries herself with such dignity and grace as she moves throughout the community and her school. She does not engage in any form of inappropriate behavior or language regardless if she is around adults or with peers. She holds her morals of very high regard and wastes no time standing up for what she believes in all while being very respectful of others' beliefs. She is proud of her community and works hard to give back to the people of her community.

An example of her character is her involvement with \_\_\_\_\_ a local non-for-profit created for treatment and research for Cystic Fibrosis after the granddaughter of a local citizen was diagnosed. \_\_\_\_\_ participates in fund raising efforts throughout the year for this organization with no accolade expected or given to anything she may do. One thing this group does is go all over the state performing clogging routines. \_\_\_\_\_ gives up a lot of her own time to not only learn these routines but also travel to entertain people, all while benefiting an excellent cause. Her experience with dance through cheerleading gives her the opportunity to

help choreograph, teach, and lead a lot of these routines-again, taking a lot of time. Not once does she complain or lag in her efforts. is a very well rounded individual. She manages to keep a perfect 4.0 GPA while participating in sports, church, and volunteering opportunities. She is able to manage her time effortlessly in anything she does, all while giving 100% of herself to anything she is involved in. The foundation of any great leader is strong character and that certainly will not fail as she continues to lead those around her.

A weakness of is simply that there is just not enough of her to go around. is so dependable, strong, and independent she could be useful anywhere you may need help. Unfortunately, she gives so much of herself to the things she's involved in, those of us around her just want her more and there's just so much to give! I personally think we could use about 100 more I certainly think our community is better just by having her here.

2. What is most unique about this applicant? If you are aware of any hardships/conditions (social, emotional, or otherwise) that may affect this applicant's participation in the Governor's Scholars Program, please note them here.

I think one of the most unique qualities of \_\_\_\_\_ is her maturity. Ever since she was a very young girl, she always displayed a level of maturity well beyond her years. This holds true the older she gets. \_\_\_\_\_ is very accepting of all and respectful of the differences that we all have. This is not always very typical for a sixteen year old girl. \_\_\_\_\_ has this very unique quality of being able to hold true to her own morals, values, and beliefs while at the same time not passing judgement on others for their own. She is mature enough to see people as individuals not as a class of people grouped for what kind of clothing they wear or what kind of socioeconomic status they may belong to.

An example of \_\_\_\_\_ maturity is her perfect attendance in high school. I am the mother of a high school student and the wife of our county's \_\_\_\_\_. I know plenty about school attendance. It can be very hard for high school students to be motivated to get up and go to school, especially when you're 16 years old and taking college classes. \_\_\_\_\_ has goals and ambitions and realizes that her avenue to meet these goals is to not only go to school but also be successful while there and she is doing this in a very mature manner.

3. Based on your experience with the applicant, what would you expect the single greatest contribution of this individual to be at the Governor's Scholars Program?

\_\_\_\_\_ is always very eager to try new things, step out of her comfort zone, and adapt to change. That being said, I believe that her single greatest contribution would be her versatility. Naturally every student who applies for GSP wants to be selected for the opportunity. \_\_\_\_\_ wants the chance to be a Governor's Scholar so she can have the opportunity to do something different, experience a new way of learning, challenge herself and thought processes. This can be hard for teenagers who are very reluctant to change their ways of doing things because of fear of failure. \_\_\_\_\_ understands that there are times that failure will pave the way to her successes and therefore she willingly is accepting of new things to do and new ways to do old things.

An example of her versatility is her participation in a summer program last year through the University of Kentucky. This was UK's AHEC Summer Enrichment Program and it gave accepted students the opportunity to learn and have hands on participation in activities that promoted careers of the Allied Health Sciences. This program presented a lot of change for the students involved in it. These students not only had their minds challenged and thought processes stimulated, they also had to stay on a college campus, leaving the conveniences of life at home for four weeks only to see their families on the weekends. For many students, this is such a scary thought, they turn away from the opportunity and stick with what makes them comfortable. \_\_\_\_\_ knew that she would miss her family and the conveniences at home, but she didn't see something unknown, different, or scary. She saw opportunity. She saw experience. Finally, she saw growth. I believe her ability to be versatile will not only help her be comfortable within the environment of GSP, but will also be the catalyst for amazing growth.

4. (OPTIONAL) If information that you feel is important is not included elsewhere in your recommendation, please feel free to include it here.

I had originally planned on using this space to discuss \_\_\_\_\_ volunteer activities in greater depth because her heart is just that big. After thinking about it further, I decided to ask my son about \_\_\_\_\_ and how he thought might be a good fit for GSP. He is a 2014 Governor's Scholar and his GSP experience is as fresh to him as if he had just returned. Like others, he went to GSP not really having a great idea as to what the experience would involve. He returned home as the biggest cheerleader and supporter for that experience and all that it meant to him. So when I asked him about \_\_\_\_\_ and GSP, his answer was very simple yet very relevant. My question, "What is it about \_\_\_\_\_ that would make her great for GSP?" His answer followed by a lengthy discussion was simply, "She's the happiest person in our school and you don't understand but GSP is...well, it's just happy". I gave a lot of consideration to this and thought, our youth spend so much time in life busy with school, responsibility at home, extra-curricular activities, and volunteering that it could be very hard to not only always be happy but allow the world to see you as that. Many times, kids are happy but at the same time the stresses of being a teenager, allows others to see the other side of them--a side we all have and sometimes show a little too much. But in this case, you

have a peer, friend and classmate acknowledging that here is a girl who always shows her ray of sunshine on those she's around at school. He went on to talk about the experience and how she would easily be able to handle the schedules, responsibilities, and new way of life because she is a good, mature, student who doesn't care to try new things but went on to say how impossible it is to be unhappy while you are there. I think a lot of times we place decreased value on our students' ability to be happy kids. We replace this a lot with increased value for sports, accolades, and accomplishments.

Let's face it, the caliber of students applying for GSP are typically your academically successful students who spend the first three years of high school in this amazing competition with each other. There's a competition over ACT scores, competition over who is taking the most college classes, or who holds the figurative trophy for the highest GPA. These kids have competition embedded in every aspect of their academic life, and most times it is competition that is not facilitated by school or family, but rather each other. This is what my son was referring to when he said GSP was happy. There is absolutely no competition there. There is no award for best GSPer at the end of the five weeks, and there is no grade to be given. GSP gives these kids a chance to have a non-competitive learning environment and suprisingly enough to them, they actually learn!! The absence of competition within academics was much needed for my son and I'm certain will be for most accepted this year. This is why he believes

is the perfect GSP student---she's a happy girl who on the academic side, worries about herself and actually tries to help others find success with their academics, regardless of how it may interfere with her own standings. Ironically in one of the college classes that my son has had with , she ended up teaching most of the students at some point throughout the semester. He said she did it with knowledge and not in a gloating fashion whatsoever.

is a mature, versatile young girl who is an excellent student, a well-rounded individual, a great athlete, with a heart for giving back to her community and peers in a variety of ways. I am honored to be able to recommend this young woman for acceptance in to an elite group of young Kentuckians because of all of these outstanding qualities she exemplifies, but also mainly because she is a loving and "happy" soul and GSP is....well, it's just HAPPY!!



## Guidance Counselor Statement

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (Please see attached samples.)

**PLEASE NOTE: Additional points are NOT given NOR deducted for this section.**

## **Governor's Scholars Program Guidance Counselor Statement**

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (If submitting the Guidance Counselor Statement, please send two copies.)

**Student's Name:** Sarah Jenkins

**Guidance Counselor's Name:** Danielle Michaels

**School District:** North Central High School

Sarah is a humble student with a quiet disposition, but she sets forth each day to make a difference in others' lives. The life that she most directly impacts is that of her brother, who is autistic.

Immediately after school each day, Sarah returns home to help her family by serving as her brother's caretaker. Because both of her parents work full-time, she has assumed the responsibility of being her brother's primary caregiver. As a result of this family commitment, Sarah is unable to be involved in after school activities. Instead, she seeks fulfillment and enjoyment from working with her brother, helping him learn simple concepts, assisting him with his homework, and preparing his meals.

Sarah has so much potential and becoming a Governor's Scholar would help her along her journey toward a life of helping others. Please give her application thoughtful consideration.

**Guidance Counselor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PLEASE NOTE: Additional points are NOT given NOR deducted for this section.**

## **Governor's Scholars Program Guidance Counselor Statement**

Please complete this statement **ONLY** if any additional information that may be significant and relevant **HAS NOT** otherwise been noted or introduced in the application. The Guidance Counselor Statement is **NOT REQUIRED**. The counselor should indicate if this student has overcome adversity, while maintaining academic excellence. (If submitting the Guidance Counselor Statement, please send two copies.)

**Student's Name:** Joanie Sawyers

**Guidance Counselor's Name:** Mr. Jacob Meeks

**School District:** Kentucky High School

Joanie is a student who has faced the adversity of dealing with a severe visual impairment. Joanie has managed to not only overcome her disability, but to embrace it. Joanie has willingly taken on the leadership role in a household without a father or other family members to assist. Joanie lives with her mother and sister who are also visually impaired. She handles independent travel in the community to pay the household bills and grocery shopping to provide for the family. Joanie is independent, enthusiastic, kind and gentle. She is a walking advertisement to her peers on excellence through hard work and determination. She would be a great benefit to the Governor's Scholars Program.

**Guidance Counselor's Signature:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**PLEASE NOTE: Additional points are NOT given NOR deducted for this section.**